



New Meridian University

**NEW MERIDIAN UNIVERSITY
CATALOG
2026-2027 ACADEMIC SCHOOL YEAR**

**TO BE REGISTERED UNDER THE UTAH POSTSECONDARY PROPRIETARY
SCHOOL ACT (Title 13, Chapter 34, Utah Code)**

NOT YET REGISTERED OR ACCREDITED

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Mission, Values, and Goals

This section articulates New Meridian University’s mission, institutional purpose, and core values, emphasizing academically rigorous, ethically grounded, and accessible online education for a global student population. It outlines the University’s commitments to academic integrity, diversity, equity, access, and responsible governance across admissions, instruction, and institutional operations. The section defines policies related to student and faculty diversity, non-discrimination, and institutional implementation to ensure alignment with ethical standards, accreditation expectations, and regulatory requirements. It also discloses the institution’s current registration and accreditation status, clarifying the scope and limitations of state authorization and accreditation recognition.

Mission Statement

New Meridian University’s mission is to provide accessible, academically rigorous online programs in the administrative sciences that prepare students for ethical leadership and professional practice in business, government, and nonprofit sectors. New Meridian University serves a diverse global student population through flexible, asynchronous learning and is committed to academic integrity, equity, and responsible institutional governance.

Institutional Purpose and Values Statement

New Meridian University delivers doctoral programs in the administrative sciences and conducts its academic and administrative operations in accordance with established standards of ethical conduct. The University operates with transparency, fairness, and responsible stewardship, and maintains institutional practices intended to align operational conduct with stated ethical expectations. Through academically rigorous and applied instruction, the University prepares graduates for professional roles in business, technology, education, government, and nonprofit sectors of the global economy.

New Meridian University seeks a disparate and promising student body. Recognizing that diversity broadens perspectives, New Meridian University is dedicated to recruiting a culturally, economically, geographically, and racially diverse group of students. This commitment is supported through inclusive admissions practices, globally oriented outreach, and program structures appropriate to an asynchronous online learning environment, including flexible access that mitigates barriers related to time, location, employment, caregiving responsibilities, and physical mobility.

New Meridian University is committed to building and sustaining a diverse faculty representing a range of cultural, geographic, disciplinary, and professional backgrounds. New Meridian University recognizes that faculty diversity contributes to academic quality by supporting varied scholarly perspectives, applied expertise, and global viewpoints in curriculum design, instruction, and assessment.

Diversity and Access Policy

New Meridian University affirms its commitment to diversity, equity, and access as essential components of academic quality and institutional effectiveness. The University seeks to provide educational opportunities to a broad and diverse population of qualified learners and to maintain policies and practices that support fair and equitable treatment across all institutional functions.

Student Diversity and Access

New Meridian University seeks a disparate and promising student body and recognizes that diversity broadens perspectives and enriches the educational environment. The University is committed to recruiting and enrolling students from varied cultural, economic, geographic, and racial backgrounds through inclusive admissions practices and globally oriented outreach. As an asynchronous online institution, New Meridian University structures its programs to promote access by reducing barriers related to time, location, employment obligations, caregiving responsibilities, and physical mobility. Academic policies, instructional design, and student support services are developed to ensure that qualified students are able to participate effectively in the learning environment.

Faculty Diversity

New Meridian University is committed to recruiting, appointing, and retaining faculty from a range of cultural, geographic, disciplinary, and professional backgrounds. Faculty diversity is recognized as a contributor to instructional quality, academic rigor, and the inclusion of varied scholarly and applied perspectives within the curriculum. Faculty recruitment and evaluation practices are designed to support equitable consideration of qualified candidates and to ensure that instructional staff are prepared to engage diverse learner populations in an online, asynchronous environment.

Institutional Implementation

New Meridian University reviews its admissions, hiring, instructional, and administrative practices periodically to ensure alignment with this policy and with applicable accreditation standards and regulatory requirements. Responsibility for the implementation of this policy is shared among institutional leadership, academic administration, and instructional staff.

Non-Discrimination Policy

New Meridian University does not discriminate in admissions, educational programs, employment, or institutional services on the basis of race, color, ethnicity, national origin, sex, gender, age, disability, religion, marital status, veteran status, or any other status protected by applicable law.

This policy applies to all aspects of the University's operations, including student admission and enrollment, academic instruction, assessment, access to institutional resources, faculty and staff recruitment and employment, and participation in University-sponsored programs and activities.

New Meridian University administers its policies and procedures in a manner consistent with applicable federal, state, and local laws and with the standards of recognized accrediting bodies. Individuals who believe they have been subjected to discrimination may seek review through the University's established grievance and complaint procedures.

Registration and Accreditation

The university is currently seeking registration with the State of Utah and accreditation with the international accreditation body ASIC. Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, nor accredits the institution. It is the student's responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employers' training requirements. This may be done by calling the prospective school or employer. The institution is not accredited by a regional or national accrediting agency recognized by the United States Department of Education.

System Requirements and Required Software

This section outlines the technical and software requirements necessary for effective participation in New Meridian University's online programs. It describes minimum hardware, operating system, and internet expectations, along with required productivity software for coursework completion. The section clarifies institutional responsibility for platform compatibility and the student's responsibility for maintaining supported technology. It also explains how system requirements are reviewed and updated to remain aligned with vendor support and instructional needs.

System Requirements and Required Software

To participate fully in New Meridian University courses, learners must have access to a computer or tablet that meets the minimum technical requirements outlined below. Course activities, learning materials, and assessments are delivered online and require reliable hardware, software, and internet access.

Productivity Software

Learners are expected to complete coursework using standard productivity tools. Most assignments and assessments can be completed using Microsoft Office or Google Workspace applications. New Meridian University may provide access to licensed software as part of enrollment, depending on program requirements.

Operating Systems

Technology requirements are periodically updated to align with vendor support policies. Because software providers regularly discontinue support for older operating systems, learners are responsible for ensuring their devices meet the current minimum requirements listed below.

Web Browsers

The web browsers listed in the system requirements have been tested and validated for compatibility with New Meridian University's learning platforms. Use of other browsers may result in limited functionality and is not supported by the University.

System Requirements

Hardware and Connectivity

Minimum Requirements

- Monitor: 15-inch display, true color, 1024 × 768 resolution
- Camera: 1 megapixel
- Internet connection: 2 Mbps
- Email: Active email address required

Recommended Requirements

- Monitor: 17-inch display, true color, 1920 × 1080 resolution
- Camera: 2 megapixels or higher
- Internet connection: 5 Mbps broadband (cable or DSL)
- Email: Active email address required

Windows Computers

Minimum Requirements

- Operating system: Windows 10
- Web browser: Microsoft Edge (latest version) or Google Chrome (latest version)

Recommended Requirements

- Operating system: Windows 11
- Web browser: Microsoft Edge (latest version) or Google Chrome (latest version)

Mac Computers

Minimum Requirements

- Operating system: macOS 11 (Big Sur)
- Web browser: Microsoft Edge (latest version) or Google Chrome (latest version)

Recommended Requirements

- Operating system: macOS 12 (Monterey)
- Web browser: Microsoft Edge (latest version) or Google Chrome (latest version)

Tablets

Minimum Requirements

- Operating system: iOS 14 or Android 11
- Web browser: Microsoft Edge (latest version) or Google Chrome (latest version)

Recommended Requirements

- Operating system: iOS 15 or Android 12
- Web browser: Microsoft Edge (latest version) or Google Chrome (latest version)

Board of Directors

Board members	Institution	Position(s)	Email
Nick Vonortas, PhD	George Washington University	<ul style="list-style-type: none"> • Associate Dean for Research Initiatives • Director, Institute for International Science and Technology Policy • Professor, Economics and International Affairs 	vonortas@gwu.edu
Su Su, PhD	University of Tennessee	<ul style="list-style-type: none"> • Director of Graduate Studies, Baker School of Public Policy and Public Affairs • Professor, Public Administration 	xsu11@tennessee.edu
Branco Ponomariov, PhD	University of Texas at San Antonio	<ul style="list-style-type: none"> • NASPAA Reaccreditation Committee Chair • Professor, Public Administration 	branco.ponomariov@utsa.edu
Adam Eckerd, PhD	Old Dominion University	<ul style="list-style-type: none"> • Professor, School of Public Service 	aekerd@odu.edu
Fares Khoury, EdD	American Advocacy Group	<ul style="list-style-type: none"> • President 	fkhoury013@gmail.com

University President and Ownership

Name	Role(s)	Email
Billy Whisnant, PhD	President, owner	billy.whisnant@newmeridianuniversity.org
Paul Boardman, PhD	Owner	paul.boardman@newmeridianuniversity.org

Admissions

This section outlines the institutional standards and procedures governing admission to New Meridian University. Admissions decisions are based on academic readiness, credential authenticity, and the applicant's capacity to succeed in a fully online, asynchronous learning environment, consistent with institutional policy and accreditation expectations.

Student admission and enrollment requirements

Applicants must satisfy all published admission requirements, submit complete and verifiable documentation, and comply with enrollment procedures prior to beginning coursework. Enrollment is permitted only after an admission offer is issued and all institutional conditions for matriculation are met.

Minimum age

The institution admits only applicants who are eighteen (18) years of age or older at the time of enrollment. Applicants under the age of eighteen are not admitted.

Educational qualifications

Applicants must hold a Master's degree from an accredited university prior to application

Applicants must submit official transcripts demonstrating successful completion of college-level study.

Minimum academic performance

Applicants must meet the following minimum cumulative grade point average (GPA) requirements based on prior academic coursework:

- Doctoral programs: minimum cumulative GPA of 3.0 on a 4.0 scale

The institution may deny admission if the applicant's academic record indicates insufficient preparation for the academic rigor of the program, even when minimum GPA thresholds are met.

Admissions review

Admission is granted only after an evaluation of the applicant's academic history and readiness for the program of study. The institution admits applicants only when there is a reasonable expectation of successful program completion.

Documentation

Applicants must submit official documentation supporting all admission requirements prior to enrollment. Admission may be revoked if documentation is incomplete, inaccurate, or unverifiable.

Doctoral admissions eligibility criteria

Admission to doctoral programs at New Meridian University is limited to applicants who meet the general eligibility requirements outlined in the Admissions Policy. Eligibility is determined based on age, completion of a recognized master's degree, authenticity of submitted credentials, and demonstrated readiness for independent doctoral-level study in a fully online, asynchronous environment. All applicants must hold a Graduate GPA of at least 3.0 on a 4.0 scale to be considered for full admission. In rare cases, students holding a 2.75/4.0 scale Graduate GPA may be considered.

Evaluation of doctoral readiness and research capacity

Doctoral applicants are evaluated for readiness to engage in advanced academic study and applied or scholarly inquiry. Evaluation focuses on prior academic performance, graduate-level preparation, evidence of sustained academic effort, and the capacity for self-directed learning in an online environment. Admission decisions assess readiness for doctoral coursework rather than dissertation readiness.

Admission of ABD applicants

Applicants who have completed doctoral coursework but have not completed a dissertation at another institution may be considered for admission on a case-by-case basis. ABD admission decisions are made by the Academic Committee and are contingent upon verification of prior doctoral coursework, institutional alignment, and academic standing. Admission does not guarantee acceptance of prior coursework or dissertation continuity.

Admission with advanced standing or transfer doctoral credit

The University may consider transfer of limited doctoral-level coursework completed at accredited institutions. Transfer credit decisions are made separately from admission decisions and are based on academic equivalency, relevance to the doctoral program, and institutional residency requirements. Admission may be granted with or without transfer credit.

Conditional or provisional doctoral admission

Conditional admission may be granted at the doctoral level when an applicant demonstrates academic potential but does not fully meet standard admission thresholds, consistent with the Admissions Policy. Conditions are specified in writing at the time of admission and may include academic performance benchmarks, preparatory coursework, or skills development requirements. Failure to meet conditions may result in academic action under institutional policy.

English language proficiency for doctoral study

Applicants whose prior education was not conducted in English must demonstrate English language proficiency in accordance with University policy. Acceptable documentation includes approved standardized assessments, completion of a degree taught in English, or other verifiable evidence. Authority to grant waivers rests with the Academic Committee.

Evaluation of international academic credentials

Academic credentials earned outside the United States are subject to verification and may require third-party credential evaluation to confirm degree equivalency and authenticity. Admission decisions are contingent upon successful verification of international academic records.

Admissions committee review process

Doctoral applications are reviewed individually by the Academic Committee, which evaluates academic preparation, prior performance, and readiness for doctoral-level study. Interviews are conducted only when an applicant is under consideration for conditional admission. Final authority for doctoral admissions rests with academic leadership.

Admission decision notification

Applicants are notified in writing of the admission decision. Decisions may result in full admission, conditional admission, or denial. Admission offers are time-limited and subject to completion of all pre-enrollment requirements as specified in the offer.

Denial of admission and reapplication

Applicants who are denied admission may reapply in a future admissions cycle. Each application is reviewed independently and evaluated based on the standards in effect at the time of submission.

Appeals of doctoral admission decisions

Applicants may appeal an admission decision on limited grounds as defined in University policy, including procedural error or the availability of new verifiable information. Appeals must be submitted within the specified timeframe and are reviewed by an authority independent of the original decision-maker. Appeal decisions are final.

Non-discrimination in doctoral admissions

New Meridian University applies doctoral admissions criteria consistently and without discrimination, in accordance with institutional policy and applicable accreditation expectations.

Institutional right to deny or rescind admission

The University reserves the right to deny admission or rescind an admission offer when documentation is falsified, unverifiable, incomplete, or when new information materially affects the admission decision, consistent with the Admissions Policy.

Granting of prior credit and transfer credit

This section outlines the institutional policy governing the acceptance, evaluation, and application of prior and transfer credit. It explains the scope and limits of transfer credit, including eligibility criteria, maximum allowable credits, and restrictions on course applicability. The section details the formal evaluation process used to determine academic alignment and equivalency with institutional coursework. It also clarifies the academic and financial

implications of approved transfer credit, including its effect on program requirements and tuition assessment.

Transfer credit acceptance

The institution accepts transfer credit for prior postsecondary coursework completed at recognized colleges or universities, subject to evaluation and approval. Transfer credits are limited to six credit hours. The content of the transfer courses is limited elective courses.

Evaluation process

Transfer credit is evaluated on a course-by-course basis. An admissions advisor reviews official transcripts and the transferring institution's course catalog, course descriptions, or syllabi to determine alignment with specific courses offered by the institution.

Alignment requirements

Transfer credit is awarded only when prior coursework aligns in content, academic level, and learning outcomes with an equivalent institutional course. Coursework that does not align with specific institutional courses is not accepted.

Limits and conditions

- Transfer credit reduces the number of courses required for program completion
- Transfer credit does not waive graduation requirements
- Credit is not awarded for unverified experience or informal training
- Transfer credit decisions are final once recorded

Tuition treatment

Transfer credit reduces required coursework but does not result in a cash refund or tuition rebate. Tuition is assessed only for courses required to be completed at the institution.

Standards of progress, including attendance, absences, and grading systems

This section defines the standards used to evaluate student academic progress, including expectations for participation, grading, and ongoing enrollment eligibility. It explains how satisfactory academic progress is assessed in an online learning environment, with attention to GPA requirements and academically meaningful participation in lieu of physical attendance. The section clarifies how absences, incomplete grades, and non-participation are addressed within institutional policy. It also outlines the conditions under which academic probation or dismissal may occur when established standards are not met.

Satisfactory academic progress

Students must maintain satisfactory academic progress (SAP) to remain in good standing. Academic progress is evaluated at regular intervals defined by the academic calendar.

Minimum academic standards

Students must maintain the following minimum cumulative GPAs:

- Doctoral students: 3.0 or equivalent academic standing in milestone-based coursework

Failure to meet minimum GPA requirements may result in academic probation or dismissal.

Attendance and participation

As an online institution, attendance is measured by academically meaningful participation. Participation includes submission of required assignments, completion of assessments, and engagement in required learning activities by published deadlines.

Absences

An absence occurs when a student fails to participate academically or submit required coursework as scheduled. Repeated or extended non-participation may result in academic action or administrative withdrawal.

Grading systems

The institution publishes grading scales, grade definitions, and evaluation criteria in the academic catalog. Course grades reflect achievement of stated learning outcomes.

Incomplete grades

Incomplete grades are granted only under limited, documented circumstances and require an approved completion plan. Failure to complete required work by the approved deadline results in grade conversion according to institutional policy.

Academic probation and dismissal

Students who fail to meet SAP requirements may be placed on academic probation with defined conditions. Failure to satisfy probation conditions may result in dismissal.

Student conduct, including probation, dismissal, and re-entry

This section establishes the standards of student conduct and the expectations for behavior that support academic integrity and respectful participation. It outlines prohibited conduct and describes the formal process used to review alleged violations and determine appropriate sanctions. The section explains the use of probation and dismissal as corrective or protective measures when standards are not met. It also clarifies the conditions and discretionary nature of re-entry following dismissal.

Standard of conduct

Students must conduct themselves in a manner that supports academic integrity, respectful engagement, and orderly institutional operations across all institutional platforms and communications.

Prohibited conduct

Prohibited conduct includes, but is not limited to, academic dishonesty, plagiarism, falsification of records, harassment, disruptive behavior, misuse of institutional systems, fraud, and repeated failure to comply with institutional policies.

Conduct review

Alleged misconduct is reviewed through a documented process that includes notice to the student, an opportunity to respond, and a written determination.

Sanctions and probation

Sanctions may include warnings, required remediation, conduct probation, or dismissal. Probation imposes specific conditions and timeframes for compliance.

Dismissal

The institution may dismiss a student for serious misconduct, repeated violations, or failure to comply with academic or conduct probation requirements.

Re-entry

Re-entry after dismissal is not automatic. Students must submit a written request for re-entry and demonstrate readiness to comply with institutional standards. Re-entry approval is at the institution's discretion and may include conditions.

Placement assistance disclosure

This section discloses the institution's position on placement assistance and clarifies the scope of any career-related support services offered. It explains the nature and limits of placement assistance, emphasizing that services are informational and preparatory rather than outcome-based. The section explicitly states that no employment, licensure, or salary outcomes are guaranteed. It also affirms student responsibility for meeting all employer and professional requirements.

Placement assistance

The institution discloses whether placement assistance is offered and describes the scope of such services in the catalog.

Nature of assistance

When offered, placement assistance is limited to general career support services, including resume guidance, interview preparation, and general job-search resources.

No guarantees

The institution does not guarantee job placement, employment outcomes, wages, or salary levels. No statement by the institution constitutes a promise of employment.

Student responsibility

Students are responsible for meeting employer requirements, licensure requirements where applicable, and all conditions of employment.

Degree Programs

Doctor of Business Administration (DBA)

The Doctor of Business Administration is a professional doctoral program designed to prepare experienced practitioners for advanced application of research to complex business and organizational problems. The program emphasizes applied inquiry, integration of theory and practice, and the systematic use of research methods to examine issues in management, leadership, strategy, and organizational performance. Students engage in advanced doctoral-level coursework in scholarship, research design, and business-focused inquiry to support evidence-based professional practice. The program culminates in an applied doctoral dissertation that addresses a clearly defined business problem situated within a real organizational or professional context.

Degree Requirements

Doctoral Foundations (9 Credits)

PRO701 Doctoral Practice and Professional Writing (3)

PRO702 Evidence-Based Practice (3)

PRO703 Ethics and Responsible Professional Practice (3)

Research Methods Core (15 Credits)

RES710 Fundamentals of Research Design (3)

RES711 Quantitative Research Methods (3)

RES712 Qualitative Research Methods (3)

RES713 Applied Research Strategies (3)

RES714 Research Ethics, Instrumentation, and Proposal Development (3)

Specialization / Practice (18 Credits)

Scholarly Inquiry in Business Administration (6)

BUS722 Current Issues in Business Administration Practice I (3)

BUS723 Current Issues in Business Administration Practice II (3)

Electives (12 credits)

Twelve credits are selected in consultation with faculty and advisors and aligned with the student's professional focus.

Dissertation (18 Credits)

DIS 894 Dissertation Research I

DIS 895 Dissertation Research II

DIS 896 Dissertation Research III

DIS 897 Dissertation Research IV

DIS 898 Dissertation Research V

DIS 899 Dissertation Research VI

Doctor of Technology (DTech)

The Doctor of Technology is a professional doctoral program focused on the advanced study and application of technology within organizational, governmental, and industry settings. The program is designed for practitioners whose professional responsibilities involve the evaluation, implementation, governance, or oversight of complex technological systems. Emphasis is placed on applied research methods, systems-level analysis, and the integration of technological theory with organizational and operational contexts. Students are expected to examine technology-related problems that involve technical, organizational, and decision-making dimensions. The program culminates in an applied doctoral dissertation that investigates a defined technology problem and produces findings relevant to professional technology practice rather than purely theoretical advancement.

Degree Requirements

Doctoral Foundations (9 Credits)

PRO701 Doctoral Practice and Professional Writing (3)

PRO702 Evidence-Based Practice (3)

PRO703 Ethics and Responsible Professional Practice (3)

Research Methods Core (15 Credits)

RES710 Fundamentals of Research Design (3)

RES711 Quantitative Research Methods (3)

RES712 Qualitative Research Methods (3)

RES713 Applied Research Strategies (3)

RES714 Research Ethics, Instrumentation, and Proposal Development (3)

Specialization / Practice (18 Credits)

Scholarly Inquiry in Technology (6)

TCH722 Current Issues in Technology Practice I (3)

TCH723 Current Issues in Technology Practice II (3)

Electives (12 credits)

Twelve credits are selected in consultation with faculty and advisors and aligned with the student's professional focus.

Dissertation (18 Credits)

DIS 894 Dissertation Research I

DIS 895 Dissertation Research II

DIS 896 Dissertation Research III

DIS 897 Dissertation Research IV

DIS 898 Dissertation Research V

DIS 899 Dissertation Research VI

Doctor of Public Administration (DPA)

The Doctor of Public Administration is a professional doctoral program focused on the advanced study and application of research within public sector and nonprofit organizational contexts. The program is designed for practitioners whose professional roles involve governance, policy implementation, public management, or administrative leadership. Emphasis is placed on applied research methods, policy analysis, organizational performance, and ethical decision making in public and nonprofit settings. Students examine administrative and policy problems situated within real institutional environments and grounded in public administration theory. The program culminates in an applied doctoral dissertation that investigates a defined public administration problem and produces findings relevant to professional practice and public service delivery.

Degree Requirements

Doctoral Foundations (9 Credits)

PRO701 Doctoral Practice and Professional Writing (3)

PRO702 Evidence-Based Practice (3)

PRO703 Ethics and Responsible Professional Practice (3)

Research Methods Core (15 Credits)

RES710 Fundamentals of Research Design (3)

RES711 Quantitative Research Methods (3)

RES712 Qualitative Research Methods (3)

RES713 Applied Research Strategies (3)

RES714 Research Ethics, Instrumentation, and Proposal Development (3)

Specialization / Practice (18 Credits)

Scholarly Inquiry in Business Administration (6)

DPA722 Current Issues in Public Administration Practice I (3)

DPA723 Current Issues in Public Administration Practice II (3)

Electives (12 credits)

Twelve credits are selected in consultation with faculty and advisors and aligned with the student's professional focus.

Dissertation (18 Credits)

DIS 894 Dissertation Research I

DIS 895 Dissertation Research II

DIS 896 Dissertation Research III

DIS 897 Dissertation Research IV

DIS 898 Dissertation Research V

DIS 899 Dissertation Research VI

Doctor of Education (EdD)

The Doctor of Education is a professional doctoral program focused on the advanced study and application of research to problems of practice within educational organizations and systems. The program is designed for practitioners whose professional responsibilities include educational leadership, administration, policy implementation, or institutional improvement. Emphasis is placed on applied research methods, organizational analysis, and evidence-informed decision making in educational contexts. Students examine persistent and complex challenges affecting educational institutions through the integration of theory, research, and professional practice. The program culminates in an applied doctoral dissertation that investigates a defined problem of practice and produces findings relevant to educational leadership and organizational effectiveness.

Degree Requirements

Doctoral Foundations (9 Credits)

PRO701 Doctoral Practice and Professional Writing (3)

PRO702 Evidence-Based Practice (3)

PRO703 Ethics and Responsible Professional Practice (3)

Research Methods Core (15 Credits)

RES710 Fundamentals of Research Design (3)

RES711 Quantitative Research Methods (3)

RES712 Qualitative Research Methods (3)

RES713 Applied Research Strategies (3)

RES714 Research Ethics, Instrumentation, and Proposal Development (3)

Specialization / Practice (18 Credits)

Scholarly Inquiry in Education (6)

EDD722 Current Issues in Education Practice I (3)

EDD723 Current Issues in Education Practice II (3)

Electives (12 credits)

Twelve credits are selected in consultation with faculty and advisors and aligned with the student's professional focus.

Dissertation (18 Credits)

DIS 894 Dissertation Research I

DIS 895 Dissertation Research II

DIS 896 Dissertation Research III

DIS 897 Dissertation Research IV

DIS 898 Dissertation Research V

DIS 899 Dissertation Research VI

PhD in Business Administration

The PhD in Business Administration is an academic doctoral program focused on the generation of original scholarly research in business and organizational studies. The program is designed to prepare scholars for careers in higher education, research institutions, and advanced analytical or policy-focused roles. Emphasis is placed on theory development, rigorous research design, and empirical investigation of business phenomena. Students engage in advanced doctoral study that supports independent scholarly inquiry and contribution to the academic literature. The program culminates in a doctoral dissertation that advances theoretical or empirical knowledge within the field of business administration.

Degree Requirements

Doctoral Foundations (9 Credits)

PHD701 Doctoral Scholarship and Scholarly Writing (3)

PHD702 Theory and Knowledge Development (3)

PHD703 Ethics and Responsible Doctoral Practice (3)

Research Methods Core (15 Credits)

RES710 Fundamentals of Research Design (3)

RES711 Quantitative Research Methods (3)

RES712 Qualitative Research Methods (3)

RES713 Applied Research Strategies (3)

RES714 Research Ethics, Instrumentation, and Proposal Development (3)

Specialization / Practice (18 Credits)

Scholarly Inquiry in Business Administration (6)

BUS720 Current Issues in Business Administration Research I (3)

BUS721 Current Issues in Business Administration Research II (3)

Electives (12 credits)

Twelve credits are selected in consultation with faculty and advisors and aligned with the student's professional focus.

Dissertation (18 Credits)

DIS 894 Dissertation Research I

DIS 895 Dissertation Research II

DIS 896 Dissertation Research III

DIS 897 Dissertation Research IV

DIS 898 Dissertation Research V

DIS 899 Dissertation Research VI

PhD in Technology

The PhD in Technology is an academic doctoral program focused on the development of original research that advances theoretical and empirical understanding of technological systems and their societal, organizational, and technical dimensions. The program is designed to prepare scholars for research-intensive careers in academia, industry, or policy settings. Emphasis is placed on theory development, methodological rigor, and the systematic study of technology-related phenomena. Students engage in advanced doctoral-level research that supports independent scholarly inquiry. The program culminates in a doctoral dissertation that contributes new knowledge to the academic literature in technology.

Degree Requirements

Doctoral Foundations (9 Credits)

PHD701 Doctoral Scholarship and Scholarly Writing (3)

PHD702 Theory and Knowledge Development (3)

PHD703 Ethics and Responsible Doctoral Practice (3)

Research Methods Core (15 Credits)

RES710 Fundamentals of Research Design (3)

RES711 Quantitative Research Methods (3)

RES712 Qualitative Research Methods (3)

RES713 Applied Research Strategies (3)

RES714 Research Ethics, Instrumentation, and Proposal Development (3)

Specialization / Practice (18 Credits)

Scholarly Inquiry in Technology (6)

TCH720 Current Issues in Technology Research I (3)

TCH721 Current Issues in Technology Research II (3)

Electives (12 credits)

Twelve credits are selected in consultation with faculty and advisors and aligned with the student's professional focus.

Dissertation (18 Credits)

DIS 894 Dissertation Research I

DIS 895 Dissertation Research II

DIS 896 Dissertation Research III

DIS 897 Dissertation Research IV

DIS 898 Dissertation Research V

DIS 899 Dissertation Research VI

PhD in Public Administration

The PhD in Public Administration is an academic doctoral program focused on the production of original scholarly research in public administration and public policy. The program is designed to prepare scholars for academic, research, and policy analysis careers within public administration and related fields. Emphasis is placed on theory development, empirical research, and critical examination of governance, administrative systems, and public institutions. Students engage in advanced doctoral study that supports independent research and scholarly contribution. The program culminates in a doctoral dissertation that advances knowledge within the academic field of public administration.

Degree Requirements

Doctoral Foundations (9 Credits)

PHD701 Doctoral Scholarship and Scholarly Writing (3)

PHD702 Theory and Knowledge Development (3)

PHD703 Ethics and Responsible Doctoral Practice (3)

Research Methods Core (15 Credits)

RES710 Fundamentals of Research Design (3)

RES711 Quantitative Research Methods (3)

RES712 Qualitative Research Methods (3)

RES713 Applied Research Strategies (3)

RES714 Research Ethics, Instrumentation, and Proposal Development (3)

Specialization / Practice (18 Credits)

Scholarly Inquiry in Public Administration (6)

PAM720 Current Issues in Public Administration Research I (3)

PAM721 Current Issues in Public Administration Research II (3)

Electives (12 credits)

Twelve credits are selected in consultation with faculty and advisors and aligned with the student's professional focus.

Dissertation (18 Credits)

DIS 894 Dissertation Research I

DIS 895 Dissertation Research II

DIS 896 Dissertation Research III

DIS 897 Dissertation Research IV

DIS 898 Dissertation Research V

DIS 899 Dissertation Research VI

PhD in Education

The PhD in Education is an academic doctoral program focused on the advancement of theory, research, and scholarly inquiry in education. The program is designed to prepare scholars for research-intensive careers in higher education, research organizations, and policy-focused institutions. Emphasis is placed on theoretical analysis, rigorous research design, and the systematic study of educational systems, policy, and practice. Students engage in advanced doctoral study that supports independent and original scholarly investigation. The program culminates in a doctoral dissertation that contributes new theoretical or empirical knowledge to the academic field of education.

Degree Requirements

Doctoral Foundations (9 Credits)

PHD701 Doctoral Scholarship and Scholarly Writing (3)

PHD702 Theory and Knowledge Development (3)

PHD703 Ethics and Responsible Doctoral Practice (3)

Research Methods Core (15 Credits)

RES710 Fundamentals of Research Design (3)

RES711 Quantitative Research Methods (3)

RES712 Qualitative Research Methods (3)

RES713 Applied Research Strategies (3)

RES714 Research Ethics, Instrumentation, and Proposal Development (3)

Specialization / Practice (18 Credits)

Scholarly Inquiry in Education (6 credits)

EDU720 Current Issues in Education Research I (3)

EDU721 Current Issues in Education Research II (3)

Electives (12 credits)

Twelve credits are selected in consultation with faculty and advisors and aligned with the student's professional focus.

Dissertation (18 Credits)

DIS 894 Dissertation Research I

DIS 895 Dissertation Research II

DIS 896 Dissertation Research III

DIS 897 Dissertation Research IV

DIS 898 Dissertation Research V

DIS 899 Dissertation Research VI

Admission Terms and Deadlines

Programs admit students on a rolling basis with multiple start terms each academic year. Application deadlines are published by term and aligned with cohort start dates. Completed applications must be received prior to the published deadline to be considered for admission. Late or incomplete applications may be deferred to a subsequent term.

Minimum Requirements

Applicants must hold both a bachelor's degree and a master's degree from an accredited institution. A minimum cumulative graduate GPA of 3.0 is required for full admission, while applicants with a GPA between 2.7 and 2.99 may be considered for conditional admission. Limited admission may be granted to ABD applicants who have completed all doctoral coursework except the dissertation and hold a minimum graduate GPA of 3.0. Admission is competitive and subject to program capacity.

Program Requirements

- Completion of graduate coursework in a field relevant to business administration with a minimum 3.0 graduate GPA
- At least 30 semester credit hours in a business-related discipline
- One course in quantitative reasoning or an approved equivalent
- Demonstrated alignment between applicant interests and faculty expertise
- Personal statement outlining professional goals and research interests
- Three letters of recommendation
- Current professional résumé or curriculum vitae

Application

- Domestic applicants: [Application link](#)
- International applicants: [Application link](#)

Non-Coursework Requirements

Candidacy Qualifying Exam

The candidacy qualifying examination is completed after all coursework, excluding dissertation courses, has been completed. The examination requires the student to identify a researchable professional problem grounded in current literature. Students must demonstrate understanding of the relevant body of knowledge, applicable theory, and research design. The examination culminates in the articulation of a problem statement, purpose statement, and aligned research questions or hypotheses.

Dissertation Proposal Defense

Following successful completion of the candidacy qualifying examination, students develop a doctoral dissertation proposal under the supervision of a dissertation committee. The proposal

consists of Chapters 1 through 3 of the dissertation. Students must orally defend the proposal before the committee and receive approval prior to beginning dissertation research.

Institutional Review Board Approval

All dissertation research involving human participants must receive Institutional Review Board approval prior to data collection. Students are required to submit all required documentation and comply with ethical research standards. No data collection may occur until formal IRB approval is granted.

Final Dissertation Defense

Upon completion of the dissertation and approval by the dissertation committee, students will defend the final dissertation in an oral presentation. The final manuscript must be submitted to the committee at least two weeks prior to the defense. The committee will evaluate the student's understanding of the research, findings, and implications. Outcomes may include approval with minimal revisions, approval with major revisions, or, in rare cases, a requirement for substantial redevelopment.

Critical Graduation Information

- Students have seven years from first enrollment to complete the degree
- The program consists of 60 total credit hours
- A maximum of six transfer credits may be applied
- No more than six credits of independent study may be applied
- A cumulative graduate GPA of 3.0 is required for graduation
- Registration is not required during the graduation term
- Completion of a dissertation is mandatory
- Dissertation manuals are available on the institutional website
- All approved dissertations must be submitted to the institutional digital commons

Tuition

The table below outlines the standard fees associated with the Doctoral degree programs, including required administrative fees and any applicable academic or graduation-related charges. All fees are subject to institutional policy and are assessed as applicable based on enrollment and student activity.

Program	Doctoral Degree
Application Fee	\$20.00
Registration Fee	\$50.00
Books	\$0.00
Supplies	\$0.00
Equipment	\$0.00
Laboratory Fees	\$0.00
Late Payment Fees	\$50.00
Graduation Fee	\$200.00

The table below presents the tuition rates by geographic pricing zone and academic level, reflecting differential pricing across Doctoral programs. Rates are assessed per course.

Zone	Doctoral (700–800)
1	\$1,500.00
2	\$750.00
3	\$500.00
4	\$500.00

The table below includes the total tuition cost for each program. These dollar amounts do not include the application, registration, laboratory, late payment, and graduation fees. These fees would be \$420.00, unless late payments are made to the university. These amounts do not reflect the availability of tuition discounts discussed in the Student Payment Schedules and Financing Options section of the catalog. These amounts do not account for students readmitting into courses.

Zone	Doctoral
1	\$30,000
2	\$15,000
3	\$10,000
4	\$10,000

Student Payment Schedules and Financing Options

Outstanding tuition for a course or courses must be paid prior to course registration, and the University does not extend credit, charge interest, or act as a lender. All payments must be completed before the student may begin any coursework. Students must remain current on all required payments to maintain enrollment status and access to the learning management system.

Student Eligibility Requirements for Tuition Reductions, Discounts, Scholarships, and Financing Options

The per-course amount for tuition that a student must pay is scheduled in tiered amounts, where there are four economic zones recognized by the university. These economic zones are structured in light of the economic realities which constrain access to quality education in developing countries. Below is a breakdown of tuition costs by zone. Tuition costs are for three-credit hour courses.

Zone	Doctoral (700–800)*
1	\$1,500.00
2	\$750.00
3	\$500.00
4	\$500.00

The University offers limited tuition reductions and discounts to eligible students. All reductions apply only to tuition charges and do not apply to technology fees, registration fees, or any other non-tuition costs. Eligibility requirements for each reduction are outlined in this section. The University does not offer institutional loans, extend credit, or participate in third-party lending programs. All tuition must be paid prior to course registration.

A one-time tuition reduction is available to new students for the first course taken at the University. This first-course reduction is set at fifty percent of the standard tuition rate and is available only to students enrolling for the first time in an academic program. Students must be admitted to the University and in good standing at the time of enrollment to receive the reduction. This reduction cannot be combined with other discounts, applied retroactively, or transferred between students.

Scholarships may be introduced at the discretion of the University. Any scholarship program will include published eligibility requirements, award amounts, limitations, and application procedures. Scholarships will not be awarded in lieu of payment, do not create a credit relationship, and must comply with institutional and state policies. If additional scholarship or tuition-reduction programs are created, they will be published in a supplement to this catalog.

The University does not offer educational loans, income-share agreements, deferred-tuition plans, or any financing arrangement that would create a financial obligation after course enrollment. All tuition reductions or discounts must be earned through eligibility at the time of payment, and no student may receive a reduction for which they do not meet the documented criteria.

Institutional Refund Policies

All students who withdraw or are dismissed from the University are subject to the same refund policy.

Cooling-Off Period

Students are entitled to a three (3) business-day cooling-off period during which the student may rescind the enrollment agreement and receive a full refund of all money paid, including tuition and mandatory fees. The cooling-off period ends at midnight of the third business day following the latest of the following events:

- (a) the date the student signs the enrollment agreement;
- (b) the date the student makes an initial payment toward tuition or fees; or
- (c) the date the student first accesses institutional instructional systems, if the program duration exceeds thirty (30) consecutive calendar days.

Written notice of rescission must be submitted by the student and is effective upon receipt by the University.

Refunds After the Cooling-Off Period

After the expiration of the cooling-off period, a student may withdraw from enrollment by submitting a written notice of withdrawal. The official withdrawal date is the date the written notice is received by the University.

For students enrolled in online or correspondence-style instruction, if the student withdraws after the cooling-off period but prior to submission of any graded lesson materials or prior to receipt of substantive instructional materials, whichever occurs first, the University may retain no more than two hundred dollars (\$200) in tuition or fees as registration or administrative charges, unless the University can document a higher amount actually expended in preparation for that student's enrollment.

Once a student has submitted lesson materials, participated in graded instructional activity, or otherwise begun academic engagement in a course, no refund is issued for that course.

Pay-As-You-Learn Limitation

At no time shall a student's prospective contractual obligation for tuition and fees exceed the equivalent of four (4) months of instruction, plus registration or start-up charges not to exceed two hundred dollars (\$200), unless the University can document a higher amount expended specifically for that student's instruction. Enrollment agreements and payment schedules are structured to comply with this limitation.

Refund Processing

All approved refunds are processed within thirty (30) calendar days of the University's receipt of the student's written withdrawal or rescission notice. Refunds are issued only to the original payer of record and returned using the original payment method, unless restricted by payment processor requirements.

Non-Refundable Circumstances

Refunds are not granted for non-attendance, lack of participation, course performance, or failure to access instructional materials after the cooling-off period has expired. Technology fees, optional services, and non-instructional charges are non-refundable after the cooling-off period unless otherwise required by law.

Student Services Provided by the Institution

Student services provide the operational support systems that students use throughout their enrollment. These services ensure that students can access academic guidance, resolve administrative needs, obtain technical assistance, and receive appropriate accommodations or support based on individual circumstances. Each service has defined procedures, timelines, and expectations so students understand how to request assistance and what the university provides in response. All services described in this section operate in alignment with institutional policies.

Academic Advising

The university provides academic advising as a required operational process for all students. Each student is assigned an advisor at the time of admission. Advisors review the student's degree map, monitor completed credits, and confirm whether the student is meeting progression requirements as they move through the program.

Students request advising through the online student portal by submitting an Advising Request Form. Requests may also be made by emailing the advising office or booking a virtual appointment through the scheduling link provided in the portal. Once a request is received, the advisor reviews the student's academic record in the system, identifies any registration holds, and prepares a recommended course sequence for the upcoming enrollment period.

During advising sessions, advisors cover the specific courses the student is eligible to register for, the sequence in which those courses must be taken, any prerequisites or corequisites that apply, and whether the student's current academic standing affects registration. Advisors also verify graduation requirements, including minimum credits, residency requirements, GPA standards, and required capstone or practicum components.

Advisors are limited to providing guidance based on published policies. They do not complete or correct student assignments, change grades, approve exceptions to university rules, or enroll students in courses they are not eligible to take. All advising recommendations must follow the catalog, the degree audit system, and institutional academic policies. Students are responsible for making final enrollment decisions and for submitting all required actions by posted deadlines.

New Student Orientation

New student orientation is a required part of the enrollment process for all admitted students. Orientation is delivered through an online module in the learning management system, with some programs supplementing it with a live webinar that walks students through system navigation and basic course functions. Students receive access to the module immediately after admission and before they register for their first course.

The orientation introduces students to university policies, academic expectations, the layout and tools of the LMS, assignment submission procedures, communication standards, and the location

of available support services. It also explains how to contact advising, registrar services, the help desk, and the writing and tutoring centers.

Students must complete the orientation no later than the end of their first week in the program. The module includes required checkpoints and a final confirmation item that must be submitted to verify completion. Once finished, the LMS logs the completion date and the registrar updates the student's record to show the requirement has been met. A registration hold is placed on any student who does not complete orientation by the posted deadline.

Registrar services

Registrar services manage all official academic records and process student requests related to registration, enrollment status, and documentation. The office oversees course registration each term, processes transcript orders, and provides enrollment verification letters as needed for employment, insurance, or other third-party requests.

Requests may be submitted by email if a form. Standard processing time is three to five business days, though peak periods may require additional time. The registrar notifies students through the portal once a request has been completed or if additional information is required.

The registrar maintains the university's official student records, including course enrollments, grades reported by faculty, academic standing, and degree completion. All recordkeeping, data handling, and document release procedures follow federal FERPA regulations to protect the privacy and confidentiality of student information. No records are released without appropriate authorization or documentation.

There are defined limitations on registrar authority. The office cannot change grades submitted by faculty, modify academic decisions made through established university processes, or override academic policies related to prerequisites, program requirements, or graduation standards. The registrar's role is administrative and compliance-based, ensuring that all records accurately reflect actions taken through proper academic channels.

Writing center

The writing center provides structured support to help students produce writing that meets institutional academic standards. Its purpose is to guide students in strengthening their writing skills, improving clarity, and applying correct formatting and citation practices required in their courses.

The center offers assistance with APA formatting, organization and structure of assignments, clarity and flow, integration of sources, and citation accuracy. Staff review submitted drafts and provide targeted feedback that explains issues and recommends revisions the student can complete independently. The writing center does not supply content, rewrite assignments, or edit in ways that would provide an academic advantage.

Students submit papers through email using the designated writing center email. Each submission must include the assignment instructions and the student's specific questions or concerns. Standard turnaround time is two to three business days, except during peak periods. Feedback is returned through the portal with annotated comments and suggestions.

The writing center also maintains a library of resources, including formatting guides, citation templates, sample papers, and short tutorials on common writing challenges. These materials are accessible at all times through the learning management system.

All support provided is instructional. The center does not compose sections of assignments, correct every error, or perform line-by-line editing. Students are responsible for applying feedback and producing work that meets course expectations.

Tutoring and academic support

Tutoring and academic support services provide students with targeted assistance in course content, study skills, statistics, research methods, and other areas identified in the curriculum. Support is offered to help students understand course material, prepare for assessments, and strengthen the academic skills required for successful progress through their programs.

Tutoring is delivered through scheduled virtual sessions conducted by course instructors during office hours. Students may also access on-demand instructional resources, including topic-specific walkthroughs, study guides, and recorded demonstrations housed in the learning management system.

Tutoring sessions focus on explaining concepts, demonstrating problem-solving steps, and guiding students through practice. Instructors may review student work for understanding but do not complete assignments, correct graded work, or provide answers for submission. Some programs may establish usage limits during peak terms to ensure availability for all students; these limits are posted in the tutoring policy and monitored through the portal.

All instructors are professional staff or trained academic personnel with appropriate subject-matter knowledge. Tutors complete required training in instructional support, academic integrity, and the university's expectations for student learning before providing assistance.

Library and research services

Library and research services provide students with access to the university's digital library platforms and licensed academic databases. All resources are delivered electronically, and no physical library collections are maintained. Students have 24/7 access to ebooks, scholarly articles, reference materials, and research tools through the library portal.

Students log in to the digital library using their university credentials. Once authenticated, they may search databases individually or use the unified search tool to retrieve articles, books, and multimedia resources. Instructions for accessing off-campus resources, saving searches, and downloading materials are provided within the portal.

Research assistance is available through scheduled virtual consultations with a librarian or research specialist. Students may request a session through the library request form in the portal, specifying their research topic and any challenges they are encountering. Librarians help students locate sources, refine search strategies, evaluate materials, and understand database functions.

The library also provides research tools, including citation guides, database tutorials, search strategy worksheets, and instructional videos. These materials are available in the learning management system and updated regularly to reflect changes in APA formatting and database interfaces.

Access is limited to electronic resources licensed by the university. Materials cannot be requested in print, and interlibrary loan services are not offered. Students are responsible for complying with all copyright and licensing restrictions when downloading or using digital content.

Technology support and help desk

Technology support and the help desk provide assistance with technical issues that affect access to university systems. Supported issues include LMS login problems, difficulty accessing course materials, account authentication errors, password resets, and questions related to the basic operation of university-supported platforms.

The help desk is available during posted service hours and can be reached by email. All contacts generate a support ticket that is tracked until resolution. Students receive an automated confirmation when a ticket is submitted and a follow-up message when the issue has been resolved or requires additional information.

Support staff assist students in meeting minimum technology requirements by providing guidance on compatible browsers, system updates, and configuration settings needed to run the LMS and other university tools. Staff may also direct students to required downloads or settings that ensure stable access to course materials.

The help desk does not repair or troubleshoot personal hardware, personal software, or devices not issued by the university. Staff cannot remove viruses, fix operating system issues, recover lost files, or perform any direct manipulation of a student's personal equipment.

Standard response time for new tickets is one business day. Resolution times vary based on the complexity of the issue, but most LMS-related problems are addressed within one to three business days. Students are notified through the portal or by email once the ticket has been closed.

Educational Delivery Systems

The University uses a standardized suite of online instructional tools to support each educational delivery system and ensure consistent access to course materials, faculty interaction, assessment platforms, and academic services. The tools listed below form the core technological infrastructure for all programs and are used across asynchronous, synchronous, directed study, project-based, and research-based learning formats. Each tool serves a defined instructional purpose and functions within the University’s integrated digital learning environment.

<u>Tool Category</u>	<u>Description of Use</u>	<u>Specific Tool Name</u>
Learning Management System	Central platform for hosting courses, lectures, assignments, assessments, discussions, and gradebook	Classter
Video-Conferencing Platform	Live synchronous class meetings, faculty office hours, student presentations, and real-time interaction	Zoom
Lecture Recording & Multimedia	Creation and hosting of recorded lectures, screen-capture demos, and embedded multimedia content	Panopto
Digital Assessment System	Online quizzes, exams, assignment submissions, originality checking, and grading workflows	Turnitin + Classter
Document Distribution & Course Materials	Delivery of readings, PDFs, HTML pages, and integrated digital textbooks	Classter
Discussion & Collaboration Tools	Student discussion boards, peer engagement, group work, and shared document creation	Classter + Microsoft 365
Research & Capstone Project Tools	Submission of research assignments, milestone tracking, virtual supervision meetings	Turnitin, Zoom, Microsoft 365
Student Support & Communication Tools	Messaging, announcements, academic advising appointments, technical support requests	Classter, Microsoft Outlook

Academic Calendar

The University operates on a monthly instructional schedule. Each course runs for one month and includes four instructional weeks. Students may begin their studies at the start of any monthly term. Twelve instructional terms are offered each calendar year. Term start and end dates are published annually and apply to all academic programs.

Monthly Term Schedule

Monthly terms begin on the first day of each month and conclude on the final day of the month. Each term includes:

- Four weeks of instruction
- Continuous access to the learning management system
- Faculty availability throughout the month

Students may enroll in one course per monthly term unless their program permits additional course load.

Holidays and Institutional Operating Schedule

The University observes all holidays recognized by the State of Arizona. Asynchronous coursework remains available during holidays. Administrative offices operate on limited hours, and no synchronous meetings are scheduled on these dates.

The University observes the following holidays:

- New Year's Day – January 1
- Martin Luther King Jr. / Civil Rights Day – Third Monday in January
- Lincoln's Birthday – February 12
- Washington's Birthday (Presidents Day) – Third Monday in February
- Memorial Day – Last Monday in May
- Juneteenth – June 19
- Independence Day – July 4
- Labor Day – First Monday in September
- Columbus Day – Second Monday in October
- Veterans Day – November 11
- Thanksgiving Day – Fourth Thursday in November
- Christmas Day – December 25

The learning management system remains accessible throughout all holiday periods. Course deadlines may be adjusted within the instructional week at the discretion of faculty when a holiday falls on a weekday.

Annual Publication of Dates

A full listing of monthly start and end dates for each instructional term—and holiday observances for the calendar year—is published annually in the Academic Calendar and made available through the learning management system.

Policies and Regulations

The institution maintains a comprehensive set of academic and administrative policies to ensure clarity, consistency, and fairness in all aspects of the student experience. These policies govern admission requirements, registration processes, grading standards, academic progress expectations, changes in enrollment status, student conduct, record management, attendance obligations, and the evaluation of prior learning. Each policy is designed to support student success while upholding institutional integrity and compliance with state, federal, and accreditation requirements. The following sections outline the responsibilities of students and the institution in maintaining a structured, transparent, and academically sound learning environment.

Admission Requirements or Program Registration

This section describes the requirements and procedures governing admission to the institution and registration in academic programs. It distinguishes between institutional and program-specific admission standards and explains how eligibility is evaluated and documented. The section outlines the application review, acceptance, and enrollment confirmation process for admitted students. It also explains registration procedures, including eligibility conditions, timelines, and circumstances under which registration may be restricted.

1. Institutional Admission Requirements

The institution requires applicants to possess the minimum level of prior education appropriate for the academic program to which they apply. All applicants must submit official documentation verifying their eligibility, including transcripts, government-issued identification, and any required assessments. Applicants educated in a language other than English may be required to demonstrate English-language proficiency through approved testing or equivalent evidence. Admission is granted under clearly defined categories, including regular admission for applicants who meet all requirements and conditional or provisional admission for those who must supply additional documentation or satisfy specific conditions before full standing is granted.

2. Program-Specific Admission Requirements

Individual academic programs may establish requirements beyond the institution's minimum standards to ensure adequate preparation for advanced study. Programs may require prerequisite coursework or prior credentials demonstrating readiness for the curriculum. Some programs use additional evaluative measures such as portfolios, interviews, or examinations to assess discipline-specific competencies. Programs may also set minimum grade-point averages or academic standing thresholds that applicants must meet before admission.

3. Application and Enrollment Process

Applicants begin the admissions process by submitting all required materials through the institution's designated application system. Completed applications are reviewed according to the timeline established for each academic term. Once a decision is reached, the institution

notifies applicants of acceptance and provides instructions for confirming enrollment. To finalize their admission, accepted students must satisfy all stated conditions, submit any outstanding documentation, and complete the required enrollment steps by the published deadlines.

4. Registration Procedures

Students register for courses through the institution's online registration platform once all admission and enrollment requirements have been met. New students may receive specific guidance or designated registration windows to ensure access to required courses during their first term. All students are responsible for adhering to published deadlines for registration, schedule adjustments, and add/drop periods. Registration may be restricted when students have unmet prerequisites, administrative or academic holds, or outstanding financial obligations. A student's registration is considered official only when all institutional requirements have been satisfied and the schedule is recorded in the institutional system.

Program or Course Cancellation

This section explains the circumstances under which a course or academic program may be cancelled or discontinued. It outlines institutional decision-making criteria and the safeguards in place to protect instructional quality and academic continuity. The section describes notification procedures and the institution's commitment to timely, transparent communication with affected students. It also details the options and support available to students following a course or program cancellation, including teach-out arrangements and academic advising.

1. Conditions Under Which a Course May Be Cancelled

A course may be cancelled when conditions prevent its scheduled delivery or compromise the institution's ability to provide a high-quality learning environment. Courses may be cancelled when enrollment falls below the required minimum needed to support effective instruction, when an instructor becomes unavailable and no suitably qualified replacement can be assigned, or when program revisions or accreditation requirements necessitate removing or restructuring the course. These conditions ensure that students receive instruction that meets academic, operational, and regulatory standards.

2. Conditions Under Which a Program May Be Discontinued

A program may be discontinued when institutional planning, accreditation directives, or resource considerations indicate that the program can no longer be sustained in its existing form. When a program discontinuation is approved, the institution establishes a formal teach-out plan to ensure that students have a reasonable opportunity to complete their remaining requirements. Transition procedures outline timelines, remaining course availability, and the options available to currently enrolled students, ensuring that academic progress is preserved with minimal disruption.

3. Notification Procedures

Students will be notified of course or program cancellations through official institutional communication channels, including email, the student portal, or other designated systems. Notifications are issued as early as possible after a cancellation decision is finalized and include the effective date, the reason for the cancellation when appropriate, and any required steps students must take. Clear and timely communication ensures that students are able to make informed decisions regarding their academic plans.

4. Student Options After Cancellation

When a cancellation occurs, the institution provides students with options to support continued academic progress. Students may be offered course substitutions that satisfy the same degree requirements or may be guided toward alternative pathways recommended by academic advising. When applicable, the institution processes refunds or account adjustments in accordance with its financial policies. Academic advisors assist affected students in selecting appropriate alternatives, understanding degree implications, and maintaining forward momentum in their program of study.

Grading Procedures and Satisfactory Academic Progress (SAP)

This section describes the institution's grading procedures and the standards used to evaluate Satisfactory Academic Progress. It explains the grading scale, course-level grading policies, and the use of special grade designations to document academic outcomes. The section outlines SAP requirements related to GPA, pace of progression, and maximum time frame, as well as the schedule for SAP evaluation and notification. It also details the institutional processes for addressing SAP deficiencies, including warning, probation, appeal, and potential dismissal.

1. Grading Scale

The institution evaluates student performance using a standardized grading scale that assigns letter grades and corresponding grade points to all credit-bearing coursework. In addition to traditional letter grades, the institution may use indicators such as Pass/Fail, Incomplete, and Withdrawal to document academic outcomes when appropriate. These designations provide an accurate representation of student progress and are recorded on the official transcript in accordance with institutional policy.

2. Grading Policies

Grading policies reflect the academic expectations of each course and outline how assignments, examinations, and other assessments contribute to the final grade. Course syllabi specify the weighting of assignments and the role of final examinations or culminating assessments. Policies also establish expectations regarding late work and define the process for resolving an Incomplete grade, including required documentation, completion timelines, and conditions under which unresolved coursework may convert to a failing grade.

3. Satisfactory Academic Progress Standards

Students must maintain Satisfactory Academic Progress to remain eligible for continued enrollment. SAP standards include minimum grade-point average requirements that reflect academic readiness and progression. Students must also meet a defined pace of progression, completing a specified percentage of attempted credits to ensure timely advancement toward program completion. Additionally, students must complete their program within a maximum time frame that does not exceed 150 percent of the published program length, as required by institutional and regulatory guidelines.

4. SAP Evaluation Frequency

The institution evaluates Satisfactory Academic Progress at regular intervals to assess each student's academic standing. SAP reviews occur at established checkpoints, such as the end of each term or payment period, and results are communicated to students through official institutional channels. Notifications include the student's SAP status, any resulting restrictions, and required actions for continued enrollment.

5. Failure to Meet SAP

Students who do not meet SAP standards enter a formal progression process designed to support academic improvement. A student may first be placed on warning status, which allows continued enrollment for one evaluation period while the student works to regain good standing. If the student does not demonstrate sufficient improvement, academic probation may be assigned, potentially with additional conditions or an academic plan. Students who lose eligibility due to SAP deficiencies may submit an appeal when extenuating circumstances can be documented. Appeal decisions determine whether enrollment may continue under an approved academic plan or whether dismissal or suspension from the institution is required.

Change in Student Status (Leave of Absence)

This section explains the policy governing changes in student status through a Leave of Absence. It outlines eligibility criteria, acceptable reasons, and the formal procedures for requesting and approving an LOA. The section clarifies the academic and financial implications of an approved leave, including potential effects on enrollment timelines and Satisfactory Academic Progress. It also describes the requirements and steps for returning to active enrollment following an LOA.

1. Eligibility for a Leave of Absence (LOA)

Students may request a Leave of Absence when they are in good academic standing and meet institutional eligibility requirements. The length of an approved LOA may not exceed the maximum duration established by institutional and regulatory standards. Eligibility ensures that students who temporarily separate from their studies do so in a manner that supports eventual reentry and successful program completion.

2. Acceptable Reasons for LOA

A Leave of Absence may be granted for documented circumstances that prevent a student from continuing academic work during the designated term. Acceptable reasons include medical conditions, personal or family matters, military service obligations, and professional responsibilities that temporarily interfere with academic participation. Requests must clearly demonstrate that the interruption is unavoidable and temporary.

3. Request Procedures

Students seeking an LOA must submit a formal request accompanied by required documentation supporting the reason for the leave. All requests must be submitted by the published deadlines to allow adequate time for review and processing. The institution evaluates each request to ensure compliance with policy and to confirm that the student understands the conditions of the approved leave.

4. Effect on Enrollment and SAP

An approved Leave of Absence pauses a student's active enrollment and may extend the overall time required to complete the program. Because SAP requirements include both pace of progression and maximum time frame, an LOA may affect a student's future SAP evaluation. Students receiving financial aid should be aware that an LOA may influence aid eligibility or disbursement, and they are responsible for consulting the financial aid office regarding potential impacts before finalizing the request.

5. Return from LOA

To resume enrollment after an LOA, students must notify the institution of their intent to return and complete all required steps by the deadlines published for the returning term. Students may be required to update documentation, meet with an advisor, or fulfill conditions specified in the LOA approval. Enrollment is reinstated once all requirements are satisfied and the student has been cleared to reenter the program.

Student Re-Enrollment

This section outlines the policies and procedures governing student re-enrollment following a break in attendance. It explains eligibility criteria, required documentation, and the formal process for requesting reinstatement under current institutional standards. The section describes the institutional review of academic, conduct, and financial standing as part of the re-enrollment decision. It also identifies conditions under which re-enrollment may be denied and how such decisions are communicated to students.

1. Eligibility Criteria

Students seeking re-enrollment must meet institutional eligibility requirements based on the length of time since their last attendance and their academic or conduct standing at the time of departure. Eligibility may depend on whether the student has been away long enough to require

updated review under current catalog requirements. Students who left the institution while on academic suspension, conduct dismissal, or other restrictive status may be required to resolve outstanding issues or demonstrate readiness to return before re-enrollment can be considered.

2. Required Documentation

Students requesting re-enrollment must provide any updated documentation needed to verify academic and personal information. Applicants who completed coursework at another institution during their absence must submit official transcripts to determine transferability and academic standing. Updated identification, residency documentation, or other records may also be required to reestablish eligibility for enrollment under current institutional policies.

3. Re-Enrollment Process

The re-enrollment process requires students to submit a formal request for re-entry through the institution's designated system. The institution reviews prior academic records, financial account status, and any holds or restrictions that may affect eligibility. Students may be required to meet with academic or financial services staff to clarify program requirements, resolve outstanding balances, or update academic plans. Re-enrollment is approved only when the student satisfies all institutional conditions for return.

4. Conditions for Denial of Re-Enrollment

Re-enrollment may be denied when a student's prior academic performance, conduct status, or financial obligations prevent the institution from reinstating enrollment. Applications may also be denied when program requirements have changed and the student cannot reasonably complete the curriculum, when unresolved disciplinary matters remain active, or when institutional policies prohibit return after a specific type of separation. All decisions regarding denial are communicated through official channels and include information on whether future re-application is possible.

Student Probation, Suspension, or Expulsion

This section defines the academic and disciplinary actions of probation, suspension, and expulsion, along with the conditions under which each may be imposed. It explains the distinctions between academic and disciplinary probation and the corrective purpose of these measures. The section outlines suspension and expulsion as escalated responses to unresolved or serious issues affecting academic progress or institutional standards. It also describes students' rights to appeal such decisions and the procedures governing the review process.

1. Grounds for Academic Probation

A student may be placed on academic probation when performance falls below institutional standards for continued enrollment. Grounds include failure to maintain the minimum grade-point average required for good standing, deficiencies in Satisfactory Academic Progress, or patterns of course failure or repeated withdrawals that indicate insufficient academic progress.

Probation serves as a formal notice that improvement is required to remain enrolled and may include conditions designed to support academic recovery.

2. Grounds for Disciplinary Probation

Disciplinary probation may be imposed when a student violates institutional conduct expectations, including harassment, disruptive behavior, or breaches of academic integrity. Probationary status indicates that the student's conduct has failed to meet institutional standards and that further violations may result in more severe sanctions. Conditions of disciplinary probation may include educational requirements, monitoring, or restrictions on participation in institutional activities.

3. Suspension Policies

A student may be suspended when academic or disciplinary issues warrant temporary removal from enrollment. Academic suspension occurs when a student fails to meet the terms of academic probation or demonstrates continued lack of progress toward satisfactory academic standards. Disciplinary suspension may occur when a student engages in conduct that poses risk to the community or significantly disrupts institutional operations. Suspension temporarily separates the student from the institution for a specified period and may include conditions for reinstatement.

4. Expulsion Policies

Expulsion is the most severe institutional sanction and results in permanent dismissal from the institution. Behaviors warranting expulsion include serious or repeated violations of conduct standards, acts that threaten the safety or integrity of the campus community, or egregious breaches of academic integrity. When expulsion is imposed, the institution issues formal notification outlining the decision, its effective date, and any restrictions associated with the dismissal.

5. Rights of Appeal

Students have the right to contest decisions involving probation, suspension, or expulsion through the institutional appeals process. Appeals must be submitted within the timelines established by institutional policy and must be directed to the governing body responsible for reviewing such decisions. Appeal reviews consider the evidence, institutional procedures, and any relevant documentation. Final decisions are communicated through official channels once the appeal process is completed.

Grade Reporting and Transcripts

This section explains the procedures for grade submission, student access to grades, and the issuance of academic transcripts. It describes faculty responsibilities and timelines for reporting grades and the mechanisms through which students review their academic records. The section

outlines institutional transcript policies, including the distinction between official and unofficial transcripts, request procedures, and conditions affecting transcript release.

1. How Grades Are Submitted by Faculty

Faculty are responsible for submitting grades through the institution's designated electronic grading system by the deadlines established for each academic term. Midterm grades, when required, are submitted at the midpoint of the term to provide students with feedback on academic progress. Final grades must be submitted by the end-of-term deadline to ensure accurate and timely posting to student records. Adherence to these timelines supports consistent reporting, transcript accuracy, and compliance with academic policy.

2. How Students Access Grades

Students access their grades through the institution's secure online student portal. Once grades are posted, they become available for viewing in the student's academic record, allowing students to monitor performance, verify completion of requirements, and plan future enrollment. The portal provides continuous access to current and prior term grade information.

3. Transcript Policies

The institution provides both official and unofficial transcripts to document a student's academic history. An official transcript is issued directly by the institution and includes security features verifying its authenticity; an unofficial transcript is a student-accessible record available through the student portal. Students may request official transcripts through the institution's established process by submitting an online request form or contacting the registrar's office. Transcript requests may require payment of applicable fees and will only be released when the student's financial account is in good standing. Financial holds or unresolved obligations may prevent issuance of official transcripts until the matter is resolved.

Student Records

This section describes the institution's policies governing the maintenance, access, and protection of student records. It explains compliance with FERPA, including student rights related to record inspection, amendment, and disclosure. The section outlines record retention practices and procedures for requesting access or authorizing release of information. It also details the privacy and security measures used to safeguard student records.

1. FERPA Compliance Statement

The institution maintains all student records in accordance with the Family Educational Rights and Privacy Act (FERPA). Students have the right to inspect and review their educational records, request amendments to information they believe is inaccurate, and control the disclosure of personally identifiable information. FERPA distinguishes between directory information—which may be released without prior consent unless the student opts out—and non-directory

information, which requires written authorization for release except in circumstances permitted by law.

2. Record Maintenance

The institution maintains student records that document academic progress, enrollment activity, financial information, and other data required for institutional, state, or federal compliance. Records are retained for the period specified by applicable regulations and institutional policy, ensuring that documentation remains available for verification, reporting, and audit purposes. Retention schedules apply to both active and archived records.

3. Access to Records

Students may request access to their educational records by submitting a formal request to the office responsible for maintaining the documents. The institution responds within the timeframe required by FERPA and provides opportunities for students to review materials in a secure setting. Release of records to third parties requires written consent from the student unless an exception under FERPA applies. Authorized releases must clearly specify which records may be shared, the purpose of the disclosure, and the parties to whom the information may be provided.

4. Privacy and Security Standards

The institution safeguards the confidentiality and integrity of all student records through established privacy and security protocols. Access to records is limited to authorized personnel with legitimate educational or administrative need. Electronic systems are protected through secure authentication measures, and physical records are stored in controlled environments. These standards ensure compliance with legal requirements and protect students' personal and academic information from unauthorized access or disclosure.

Student Attendance

This section defines student attendance across instructional formats and explains how participation is measured in online and credit-hour courses. It outlines attendance expectations, acceptable and unacceptable absences, and student responsibilities for meeting course participation requirements. The section describes administrative withdrawal procedures for non-attendance and the institution's monitoring processes. It also explains the relationship between attendance, Satisfactory Academic Progress, and financial aid eligibility.

1. Definition of Attendance

Attendance is defined according to the instructional format of each course. For clock-hour programs, attendance is measured by the actual hours students are present and engaged in required instructional activities. For credit-hour courses, attendance is demonstrated by active participation in scheduled instructional sessions or documented academic engagement. In online courses, attendance is established through meaningful participation such as submitting

assignments, completing assessments, contributing to discussion activities, or engaging in other academically relevant interactions as defined in the course syllabus.

2. Attendance Requirements

Students are expected to meet the minimum attendance standards established for each course and instructional modality. Regular participation is required to maintain academic progress and to meet course-specific expectations. Online students must engage consistently in course activities and complete assignments within published timelines to demonstrate active enrollment. All students are responsible for reviewing course syllabi to understand the specific participation requirements that apply to each class.

3. Absence Policies

Absences may be classified as excused or unexcused depending on the circumstances and supporting documentation. Excused absences typically include documented medical issues, family emergencies, religious observances, or other circumstances recognized by institutional policy. Unexcused absences occur when students fail to participate without an acceptable reason. Students are responsible for completing missed coursework in accordance with course policies, and instructors are not obligated to accept late work without an approved or documented basis.

4. Administrative Withdrawal for Non-Attendance

Students who fail to attend or participate in coursework within the timeline established by the institution may be subject to administrative withdrawal. The institution monitors attendance and participation during the early weeks of each term and throughout the enrollment period. When a student demonstrates non-attendance, the institution initiates withdrawal procedures and provides notice through official communication channels. Administrative withdrawal may affect academic standing and financial obligations.

5. Impact on SAP and Financial Aid

Attendance directly influences a student's ability to maintain Satisfactory Academic Progress, as lack of attendance often results in unsuccessful course completion and reduced pace of progression. Financial aid eligibility is also affected by attendance, as federal regulations require verification of academic engagement to determine aid disbursement and continued eligibility. Students who fail to attend or who are administratively withdrawn may experience adjustments to their financial aid awards or may be required to return funds based on last date of participation.

Credit for Previous Education, Training, Work, or Life Experience

This section outlines the institution's policies for awarding academic credit based on prior education, training, work, or life experience. It explains eligible assessment methods, program-specific limits, and the types of prior learning that may be considered for evaluation. The section describes the procedures for submitting and reviewing PLA documentation and how approved

credit is recorded. It also clarifies applicable fees, GPA treatment, and limitations designed to preserve curriculum integrity and accreditation compliance.

1. Institutional Prior Learning Assessment (PLA) Policy

The institution provides opportunities for students to earn academic credit for college-level knowledge gained through prior education, training, work, or life experience. Accepted assessment methods may include standardized examinations such as CLEP and DSST, evaluation of military or workforce training recommended by the American Council on Education (ACE), and portfolio-based assessments that document learning achieved through professional or experiential activities. All PLA methods adhere to institutional academic standards and regulatory requirements.

2. Eligibility for PLA Evaluation

Eligibility for PLA varies by program, as some academic pathways may limit or prohibit the application of PLA credits based on accreditation or curriculum requirements. Students may apply PLA credits only to programs that accept them and only up to the maximum number permitted for that credential level. The institution publishes clear limits on the total number of PLA credits that may be applied toward degree completion to ensure the integrity of the academic program.

3. Types of Experience Considered

The institution considers a range of prior learning experiences for credit evaluation. Eligible experiences may include documented military training evaluated through recognized review systems, professional certifications that demonstrate mastery of industry competencies, and verifiable work experience that reflects learning equivalent to college-level outcomes. Non-collegiate training programs reviewed by national credit recommendation services may also be considered when they align with institutional academic standards.

4. Evaluation Procedures

Students seeking PLA credit must submit all required documentation, which may include transcripts, training records, certifications, or a portfolio that demonstrates the learning outcomes achieved. Evaluations are conducted using established assessment criteria that measure the extent to which prior learning aligns with course or program outcomes. The institution reviews submissions within published timelines and communicates decisions through official channels.

5. Awarding of Credit

Approved PLA credit is recorded on the student's transcript in accordance with institutional policy and may appear as transfer or equivalency credit, depending on the assessment method. Fees may apply for portfolio evaluation, examination processing, or transcript review, and such fees must be paid before assessment begins. Awarded PLA credit does not affect a student's grade-point average and applies only toward approved degree requirements.

6. Limitations

Certain credits cannot be earned through PLA due to curriculum integrity, accreditation expectations, or residency requirements. Credits associated with capstone courses, major research projects, practica, or other culminating academic experiences must be completed through formal enrollment. Programs may also require that a minimum number of credits be completed in residence to ensure sufficient engagement with institutional faculty and academic standards.

Learner Code of Conduct

New Meridian University is committed to fostering an academic environment grounded in integrity, professionalism, and mutual respect. The University expects learners to conduct themselves in a manner consistent with the standards expected in professional, academic, and community settings. All learners, faculty, and staff share responsibility for upholding the standards set forth in this Learner Code of Conduct.

Academic Honesty

New Meridian University holds all learners, including alumni, to the highest standards of academic integrity. Learners are expected to submit work that is their own, to respect the intellectual property of others, and to refrain from collaboration on graded assessments unless explicitly authorized by course faculty.

Violations of academic honesty include, but are not limited to, plagiarism, cheating, self-plagiarism, unauthorized collaboration, and providing or receiving unauthorized assistance. Learners found in violation of academic honesty standards may be subject to disciplinary action up to and including dismissal from the University. Alumni found to have committed academic honesty violations may face sanctions including denial of reenrollment, permanent transcript holds, or degree revocation.

Alleged violations may be reviewed by the University Review Committee. Learners will be notified in writing of such reviews and provided an opportunity to respond. Learners permitted to continue in their programs may be required to complete corrective actions to align their practices with University standards.

Examples of Academic Honesty Violations:

- Plagiarism refers to presenting the words, ideas, or work of another individual or entity as one's own without proper attribution.
- Cheating includes the use or attempted use of unauthorized materials, information, or resources in completing academic work.
- Self-plagiarism involves submitting previously completed or submitted academic work, whether or not it received credit, without prior faculty approval.

- Poor scholastic practice includes failure to follow established citation or attribution standards.
- Unauthorized collaboration includes working with another learner to complete or revise graded work in a manner intended to obscure similarities.
- Providing unauthorized assistance includes sharing coursework privately or publicly, including posting assignments to online platforms.

Learners are responsible for understanding and adhering to academic honesty expectations. Unintentional violations are still treated seriously. Learners are encouraged to seek guidance from faculty whenever there is uncertainty regarding acceptable academic practices.

Computers, Mobile Devices, and Email Communication

Learners are required to regularly monitor the email address provided to the University for official communications and to respond in a timely manner. Learners who choose to forward University email to another account assume all associated risks, including missed or misdirected communications. The University is not responsible for consequences resulting from missed messages.

Learners are strongly encouraged to use personal, non-corporate devices to access University systems. Corporate devices may impose security restrictions that interfere with access to University platforms. The University cannot modify employer IT policies, and learners remain responsible for resolving any access issues related to device restrictions.

Drugs and Alcohol

Although New Meridian University operates fully online, it maintains a commitment to a drug- and alcohol-free environment. Learners are prohibited from engaging with faculty, staff, or other members of the University community in their capacity as learners while under the influence of illegal substances or alcohol.

The University complies with the Drug-Free Workplace Act of 1988. The unlawful manufacture, distribution, possession, or use of controlled substances while conducting University business is prohibited and may result in disciplinary action up to and including dismissal, as well as potential legal consequences.

Fraud and Misrepresentation

Learners are expected to represent themselves truthfully at all times. Any attempt to provide false information, submit work that is not one's own, or engage in deceptive practices related to enrollment, coursework, or University representation constitutes fraud. Such actions may result in disciplinary measures up to and including dismissal.

Intellectual Property

New Meridian University respects and complies with all applicable intellectual property laws. Learners must comply with state and federal copyright laws and University guidelines governing

the use of copyrighted materials. Unauthorized distribution of copyrighted content, including unlawful file sharing, is prohibited and may result in disciplinary and legal action.

Learner Identity Verification

New Meridian University offers online programs that meet federal definitions of distance education. The University maintains processes to verify that the learner who enrolls in a course or program is the same individual who participates in and completes coursework and receives academic credit.

Identity verification methods may include secure logins, proctored assessments, and other technologies designed to protect learner privacy. Learners are notified of any additional charges associated with identity verification at the time of enrollment or registration.

Secure Login and Credentials

During the admissions process, learners are required to submit valid government-issued identification and a photograph for identity verification. All submitted documents must be accurate and authentic. Upon verification, learners are issued a unique University login and password granting access to academic systems.

Password Management and Security

Learners are responsible for safeguarding their login credentials and reporting suspicious activity promptly. Password reset tools are available to learners on a continuous basis. The University may employ additional security measures to protect learner accounts and data.

Learning Management System Access

Course enrollments are managed through the University's student information systems. Learners may access only those courses for which they are officially enrolled. Unauthorized access to courses or systems is prohibited.

Remote Proctoring

Certain programs or assessments may require remote proctoring. Remote proctoring verifies learner identity at the start of assessments and restricts unauthorized applications or devices during testing. Irregularities identified during proctoring may result in review and disciplinary action.

Faculty Responsibilities

Faculty members share responsibility for upholding academic integrity and are encouraged to use assessment practices that support originality and ethical scholarship. Indicators such as abrupt changes in performance or writing style may prompt review.

Network Acceptable Use

All University-issued computing accounts and systems remain the property of New Meridian University. Learners are expected to use these systems responsibly and lawfully. Prohibited activities include unauthorized access, harassment, disruption of services, commercial use without authorization, and attempts to compromise system security.

Online Etiquette

Learners are expected to maintain professionalism and respect in all online interactions. The University encourages open discussion and exchange of ideas while maintaining an environment free from intimidation, harassment, or disrespectful conduct.

Non-Solicitation

Learners may not use University platforms or communication tools to solicit funds, services, or support unrelated to academic or University-approved purposes. Unauthorized solicitation constitutes a violation of this Code of Conduct and may result in disciplinary action.

Respectful Treatment of Others

All members of the University community are expected to treat others with dignity and respect. Behavior that is discriminatory, threatening, harassing, or abusive will not be tolerated and may result in sanctions up to and including dismissal.

Disciplinary Actions and Appeals

Violations of the Learner Code of Conduct may result in disciplinary action, including assignment failure, course failure, written warnings, or dismissal. Serious or repeated violations may be referred to the University Review Committee.

Learners have the right to appeal disciplinary decisions. Appeals must be submitted in writing with supporting documentation to info@newmeridianuniversity.org. Learners may also pursue the formal complaint process if they disagree with the outcome of an appeal.

Learner Privacy

New Meridian University is committed to maintaining accurate academic records, safeguarding learner privacy, and ensuring that learners are treated fairly, respectfully, and in accordance with applicable laws and accreditation standards. This policy establishes the University's requirements and procedures governing learner records, privacy protections, complaints, grievances, nondiscrimination, and related learner rights.

Learner Record Management

New Meridian University requires the permanent retention of learner records, including academic, financial, and administrative documentation. Learner records are maintained to fulfill institutional, legal, regulatory, and accreditation obligations and to preserve a complete and accurate history of each learner's academic engagement with the University.

Access to learner records is limited to authorized University personnel with legitimate educational or administrative interests. Records are maintained securely and managed in accordance with this policy.

Learner records may be destroyed or deleted only when required by applicable law, regulation, court order, administrative directive, or audit requirement. Any exception to permanent retention must be documented and approved by the designated records administrator.

Purpose

This policy governs the creation, access, maintenance, protection, and retention of learner records and establishes standards for safeguarding personal information while ensuring compliance with federal, state, and accreditation requirements.

Scope of Learner Records

Learner records include all academic and administrative information related to a learner's relationship with the University, including but not limited to:

- Academic records such as applications, admission decisions, transcripts, course registrations, grades, assessments, waivers, and degree conferral documentation.
- Administrative and non-academic records such as tuition and payment histories, advising notes, communications, complaints, service requests, and identity verification documentation.

Retention Period

New Meridian University maintains a permanent retention policy for learner academic records. Other learner-related records are retained for periods consistent with legal and operational requirements. Any deviation from permanent retention must be legally mandated and formally approved.

Records Destruction

Records destruction refers to the secure physical or electronic disposal of records approved for deletion. Destruction activities must follow University-approved procedures designed to protect confidentiality and prevent unauthorized disclosure.

Litigation Hold

When litigation, audits, investigations, or regulatory inquiries are pending or reasonably anticipated, the University will issue a litigation hold. During a litigation hold, normal retention and destruction processes are suspended until the hold is formally lifted.

Roles and Responsibilities

All University faculty, staff, and administrators are responsible for complying with this policy and protecting learner records within the scope of their responsibilities.

Learner Privacy and Confidentiality

New Meridian University complies with the Family Educational Rights and Privacy Act (FERPA) and applicable Utah law governing the privacy of educational records. Learner records are accessed and disclosed only as permitted under 34 CFR §99.31.

The University also complies with the European Union's General Data Protection Regulation (GDPR) where applicable. GDPR protections apply when personal data of individuals residing in the European Union is processed in connection with the offering of educational services.

Learners have the right to request confirmation of whether their personal data is being processed, where it is processed, and for what purpose. Learners may also request erasure of personal data that is no longer relevant to the original purpose of processing, except where retention is required to maintain a complete academic record or comply with legal obligations.

Definitions

- Personal information refers to information that identifies or can reasonably be linked to an individual, including name, contact information, date of birth, and academic records.
- Confidential information refers to non-public information protected from unauthorized disclosure.
- Educational records refer to records directly related to a learner and maintained by the University or its authorized agents, as defined by FERPA.

Collection of Personal Information

The University collects personal information through admissions and enrollment processes, course registrations, academic participation, communications, online learning platforms, surveys, and support services.

Use of Personal Information

Personal information is used to process applications, enroll learners, maintain academic records, communicate program-related information, provide learner services, comply with legal and accreditation requirements, and conduct institutional analysis and improvement activities.

Protection of Personal Information

The University employs administrative, technical, and physical safeguards to protect personal information, including secure electronic systems, controlled access to physical records, authentication controls, periodic security reviews, and staff training.

Disclosure of Personal Information

Personal information may be disclosed only under the following circumstances:

- With learner consent.
- To comply with legal or regulatory requirements.

- To authorized service providers supporting University operations.
- As permitted under FERPA, including disclosures to University officials with legitimate educational interests, accrediting bodies, financial entities, other institutions, or health and safety authorities.

Learner Rights Under FERPA

Learners have the right to inspect and review their educational records within 45 days of submitting a written request to the Registrar.

Learners may request amendment of records believed to be inaccurate or misleading.

Learners may consent to disclosures of personally identifiable information except where FERPA authorizes disclosure without consent.

Learners may file complaints with the U.S. Department of Education concerning alleged FERPA violations.

Retention of Personal Information

Personal information is retained only as long as necessary to fulfill institutional purposes or comply with legal requirements. When no longer required, information is securely destroyed.

Data Breach Notification

In the event of a data breach involving personal information, New Meridian University will notify affected individuals promptly and take appropriate steps to mitigate harm and prevent recurrence.

Statement of Learner Rights

New Meridian University affirms learners' rights to intellectual freedom, dignity, respect, and equal treatment. Learners may pursue their education without undue interference, raise concerns, and seek fair and impartial resolution of disputes.

Complaint Procedure

Learners are encouraged to resolve concerns informally when possible. Formal complaints must be submitted in writing to the University Review Committee at info@newmeridianuniversity.org and include a description of the concern, steps taken toward resolution, and supporting documentation.

The University Review Committee will investigate complaints and issue a written determination.

Grievance Procedure

If a complaint is not resolved to the learner's satisfaction, the learner may submit a grievance to the Chief Academic Officer. The grievance must include all documentation and prior decisions. The decision of the Chief Academic Officer is final.

External Complaints

The university is currently seeking registration in the State of Utah and with the ASIC accreditation board. Once approved, external complaints can be issued to these individual bodies.

Graduate Access

Graduates may retain limited access to academic platforms and records subject to University policies and applicable fees. Alumni communications are sent to the email address provided during enrollment.

Nondiscrimination and Equal Opportunity

New Meridian University prohibits discrimination on any legally protected basis and complies with applicable federal and Utah nondiscrimination laws, including Title IX. This policy applies to admissions, academic programs, employment, and all University activities.

Non-Retaliation

Learners may raise concerns or file complaints without fear of retaliation. Retaliation against any individual participating in a complaint or investigation is prohibited.

Sexual Misconduct and Harassment

The University prohibits sexual misconduct, harassment, favoritism, conflicts of interest, and inappropriate relationships between learners and faculty or staff during enrollment. Allegations are investigated promptly, fairly, and in accordance with applicable law and University procedures.

Student Grievance Procedures

A. Introduction

The grievance procedure explains how students may seek formal review of a final course grade when they believe that the grade was assigned unfairly or in a manner inconsistent with stated course policies. The procedure exists to preserve academic integrity, support transparency in the evaluation process, and ensure that all students have access to a structured, impartial method of resolving grade concerns.

For the purposes of this policy, unfair or capricious grading refers to a final course grade assigned through arbitrary, inconsistent, or discriminatory evaluation practices; a grade based on factors unrelated to academic performance; or a grade given in a manner that significantly departs from the standards and criteria announced by the instructor at the beginning of the course. Disagreement with an instructor's academic judgment or dissatisfaction with an earned grade does not, on its own, constitute grounds for a grievance.

All final course grades are presumed to be accurate and the product of the instructor's professional judgment. Because of this presumption of correctness, the burden of proof rests entirely on the student who files a grievance. The student must present clear evidence demonstrating that the grade resulted from unfair or capricious evaluation, and not from academic performance that fell short of course expectations.

The university uses a three-step process to address and resolve grade grievances. Step I begins with a required discussion between the student and the instructor to attempt informal resolution. Step II involves review by a College Grade Grievance Committee if the issue remains unresolved after instructor consultation. Step III allows for final appeal to the University Grade Grievance Committee, whose decision concludes the process.

This procedure is limited in scope and applies only to final course grades. Disputes involving individual assignments, classroom policies, teaching style concerns, or other academic issues are not eligible for review under this process. The university encourages students to discuss such matters directly with instructors or academic advisors, as they fall outside the jurisdiction of the grade grievance procedure.

B. Timeline for Steps in the Process

The grade grievance process follows structured timelines to ensure timely resolution while allowing sufficient opportunity for students, instructors, and committees to review concerns thoughtfully. Students are responsible for initiating each step within the designated timeframe. Failure to meet a required deadline will result in dismissal of the grievance unless an approved extension is granted under the rules described below.

Grade grievances arising from courses taken during the winter semester follow the same timelines as all other terms. However, holidays and institutional closures may affect committee

meeting availability. In such cases, the next available business day will serve as the effective deadline, and committee chairs may adjust meeting dates as needed to accommodate university scheduling.

Step I requires the student to contact the instructor within a defined period after the final course grade is posted. The student must initiate this discussion no later than ten business days after the grade appears in the student information system. The instructor should respond promptly, and the meeting or documented discussion should occur within five additional business days. If the issue is resolved, the process ends at this step.

Step II may only be initiated after completion of Step I. If the student believes the matter remains unresolved, the student must file a written grievance with the College Grade Grievance Committee within ten business days of finishing Step I. The committee will review the submission, request any supporting documentation, and notify the instructor. The committee will convene and issue a written decision within fifteen business days of receiving the grievance.

Step III, the final appeal, must be initiated by the student within five business days of receiving the Step II decision. The University Grade Grievance Committee will review the complete record from prior steps, determine whether procedural standards were followed, and issue a final written decision within twenty business days of receiving the appeal.

Deadline extensions may be granted in limited circumstances, such as documented illness, bereavement, university-wide emergencies, or other situations beyond the student's control. Requests for extensions must be submitted in writing before the deadline expires and must include supporting documentation. The decision to grant an extension rests with the committee chair or instructor responsible for the step in question, and all such decisions are final.

C. Step I: Instructor Level

Step I serves as the required informal stage of the grade grievance process and is designed to provide the student and instructor an opportunity to resolve the concern directly and promptly. The university expects students to pursue this step before initiating any formal review. Most grade issues result from misunderstandings or incomplete information and can be resolved through constructive communication at this level.

To begin Step I, the student must complete and submit the Step I Grade Review Request Form to the instructor. This form outlines the specific grounds for the concern, explains why the student believes the final grade may constitute unfair or capricious grading, and includes any supporting documentation the student wishes the instructor to consider. The form must be submitted within ten business days of the final grade being posted.

Upon receiving the Step I request, the instructor must acknowledge receipt and schedule a meeting or documented discussion with the student within five business days. Communication may occur in person, by video conference, or through university email, depending on availability

and mutual agreement. During this meeting, the instructor will review the student's concern, provide clarification regarding grading criteria, and determine whether a grade adjustment is warranted.

If the instructor and student are unable to communicate effectively, or if either party requests assistance, the Department Head or School Director may serve in a limited facilitative role. Their involvement focuses on ensuring that both parties adhere to policy timelines and procedures. They do not re-evaluate student work or make grading determinations at this step.

When the instructor is unavailable—for example, due to leave, separation from the university, or inability to respond—the Department Head or School Director will appoint an appropriate faculty member to act on behalf of the instructor. This designee will review the Step I request, meet with the student, and carry out all responsibilities required in this stage of the process.

If Step I results in a resolution, the instructor must document the outcome in writing and notify the student. If the issue remains unresolved, the student may proceed to Step II in accordance with the timelines set forth in this policy.

D. Step II: College Grade Grievance Committee

If the issue remains unresolved after Step I, the student has the right to file a Step II grievance. Step II is a formal review by the College Grade Grievance Committee and may only be initiated when the student believes that the Step I outcome was unsatisfactory or that the concerns regarding unfair or capricious grading were not adequately addressed. The student must submit the Step II Grade Grievance Form and all supporting materials within ten business days of completing Step I.

A Step II grievance will be accepted only if three conditions are met. First, the student must demonstrate that Step I was completed or that the instructor was unavailable. Second, the grievance must clearly allege unfair or capricious grading rather than disagreement with academic judgment or course policies. Third, the grievance must involve a final course grade; disputes about individual assignments or classroom issues are not eligible. Once filed, the College Dean or a designated administrator will verify that the submission meets all procedural requirements before forwarding it to the committee.

The College Grade Grievance Committee is composed of faculty members appointed by the college, typically including representatives from multiple departments to ensure impartiality. Colleges may include student committee members; however, the student filing the grievance has the right to request that student members be excluded from participating. The student also may request a closed hearing, in which attendance is limited to the committee, the student, the instructor, and approved witnesses.

Prior to the hearing, the committee distributes all submitted evidence to the student and instructor to ensure equal access to information. Hearings are sound-recorded to create an official

record. At the hearing, the committee chair presides and outlines the procedures. The student presents their case first, followed by the instructor. Both parties may offer supporting documentation and call witnesses, who speak only to matters directly relevant to the grade dispute. Committee members may ask questions at any point. After presentations, each party may offer a brief closing statement.

Following the hearing, the committee deliberates privately and issues a written decision. If the committee determines that unfair or capricious grading occurred, it may recommend a grade change. The recommended grade change is forwarded to the College Dean for approval and then submitted to the Registrar for processing. If the committee finds no basis for the grievance, the original grade stands.

The student has the right to appeal the Step II decision through the Step III procedure. An appeal must be filed within the designated timeline and must be based on procedural error, new evidence, or other grounds permitted under university policy.

E. Step III: University Grade Grievance Committee

Step III is the final level of review in the grade grievance process and is available only when specific eligibility conditions are met. A student may file a Step III appeal after receiving the Step II decision if the student believes that the Step II process involved a procedural violation, if the Step II committee decision included at least one dissenting vote, or if new evidence or new witnesses have become available that could reasonably affect the outcome and were not accessible during Step II. The appeal must be submitted within five business days of the Step II decision.

The right to appeal is limited. Step III does not allow the student to reargue the original grading dispute, challenge the academic judgment of the instructor, or reopen issues that were fully addressed during Step II. The scope of Step III is restricted to determining whether the Step II process was conducted fairly, whether new and material evidence exists, or whether the presence of a dissenting vote warrants further review. If new evidence is cited, the student must clearly explain why it was unavailable earlier, how it affects the claim of unfair or capricious grading, and why it is substantial enough to justify further review.

The University Grade Grievance Committee is composed of faculty from across the university and may include administrators or other academic personnel appointed for this purpose. Members are selected to ensure neutrality and are not drawn from the college in which the grievance originated. The committee reviews all materials from Step I and Step II, the Step II hearing record, the written decision, and the appellant's Step III submission. The instructor is notified of the appeal and may provide a written response.

If the committee determines that the Step II process may have been compromised by procedural error, or if new evidence appears substantial, the committee may reconvene the Step II participants or request additional statements from relevant individuals. This reconvening does

not duplicate the entire Step II hearing but focuses only on the specific issues that triggered the Step III review.

After examining the full record, the University Grade Grievance Committee renders a final decision. This decision may uphold the Step II outcome, remand the case back to the college for limited reconsideration, or direct a specific remedy if warranted under university policy. The Step III decision is final and binding at the institutional level, and no further internal avenues for appeal exist once this stage is complete.

F. Deadline Extensions

Deadline extensions are available to ensure fairness when circumstances beyond a student's control prevent timely action. Students, instructors, or committee members may request an extension for any step in the grade grievance process when illness, emergency situations, or other documented disruptions make adherence to the established timelines unreasonable. Extensions are not granted automatically and must be supported by a clear explanation and appropriate documentation.

A written request for an extension must be submitted before the applicable deadline expires. The request must identify the specific step for which the extension is sought, the reason the extension is necessary, and the amount of additional time requested. Requests submitted after a missed deadline will not be considered unless the student demonstrates that the delay itself resulted from the same documented circumstance.

Decision-making authority depends on the stage of the grievance. For Steps I and II, the College Dean or a designated administrator reviews and rules on all extension requests. The Dean considers the nature of the documentation, the impact of the delay on the grievance process, and the need to maintain timely resolution. For Step III, extension decisions are made by the Office of the Provost. The Provost's office evaluates the request using the same criteria but also considers the institutional implications of delaying the final level of review.

Decisions regarding deadline extensions are final at each stage and are not subject to appeal.

FORM 1 — STEP I: GRADE REVIEW REQUEST FORM

Step I – Grade Review Request Form

Before submitting this form, students must review the institution's full Grade Grievance Procedure.

The Grade Grievance Procedure allows students to formally appeal a final course grade when they believe the grade was assigned unfairly or capriciously. Grade disputes commonly arise when evaluation methods in the syllabus are not followed or a final grade is miscalculated.

Examples of unfair or capricious grading include, but are not limited to, the assignment of a course grade:

- On a basis other than relevant academic performance.
- Using standards different from those applied to other students in the same course.
- Through an unreasonable or unannounced departure from the instructor's previously stated criteria.

Note: Disagreement with an instructor's academic judgment or with established grading standards does not constitute grounds for a grievance when those standards were published and applied consistently.

The final grade is presumed to be correct. The burden of proof is on the student.

Three-step process:

- **Step I:** Discussion with Instructor
- **Step II:** College Grade Grievance Committee
- **Step III:** University Grade Grievance Committee

This process does **not** apply to:

- Disputes regarding individual assignments, exams, or activities.
- Class-action grievances filed on behalf of multiple students.

STUDENT INFORMATION

Last Name: _____ First Name: _____
Student ID: _____ Phone: _____
Email: _____

COURSE INFORMATION

Term of Enrollment: _____
Instructor Name: _____

Course Number: _____ CRN: _____
Course Title: _____

GRADE INFORMATION

Original Final Grade: _____
Grade Requested on Appeal: _____

STATE THE GRADING ERROR THAT OCCURRED

At least one condition must be selected.

- Computational or clerical error in determining the final course grade
 - Grade assigned on some basis other than relevant performance in the course
 - Standards different from those applied to other students in the course
 - Unreasonable and/or unannounced substantial departure from stated criteria
-

REQUIRED STUDENT DOCUMENTATION

Attach the following:

1. Copy of the course syllabus
 2. Written statement describing the grading error and rationale for revision
 3. Evidence supporting the rationale (emails, LMS messages, etc.)
-

INSTRUCTOR/STUDENT COMMUNICATION

I verify that I have discussed this grade issue with the instructor.

Date of discussion: _____

I verify that I have **not** discussed this issue with the instructor.

STUDENT SIGNATURE

I understand that this is a request for a grade change and that the result may raise, lower, or leave my grade unchanged.

I certify that all information provided is complete and truthful.

Student Signature: _____ Date: _____

INSTRUCTOR SUPPORTING DOCUMENTATION

Instructor must attach:

1. Detailed grade breakdown for the student
 2. Course syllabus including grading criteria/scale
-

GRADE REVIEW OUTCOME (Instructor completes after discussion)

Instructor Statement:

(Attach additional pages if needed.)

Instructor Name (Print): _____ Date: _____

Instructor Signature: _____

Note: The full body of coursework may be reviewed. The final grade may increase, decrease, or remain the same.

FORM 2 — STEP II: COLLEGE GRADE GRIEVANCE REQUEST FORM

Step II – College Grade Grievance Request Form

Before filing this form, students must review the full Grade Grievance Procedure.

To qualify for Step II, the student must have completed Step I and still believe a final grade was assigned unfairly or capriciously.

Examples of unfair grading include:

- Using irrelevant criteria
- Applying different standards than those used for other students
- Unannounced or unreasonable departure from articulated grading criteria

A final grade is presumed correct. The burden of proof remains with the student.

STUDENT INFORMATION

Last Name: _____ First Name: _____
Student ID: _____ Phone: _____
Email: _____

COURSE INFORMATION

Term of Enrollment: _____
Instructor Name: _____
Course Number: _____ CRN: _____
Course Title: _____

GRADE INFORMATION

Original Final Grade: _____
Grade Requested on Appeal: _____

ALLEGED CONDITION(S)

At least one must apply.

- Computational or clerical error
 - Grade assigned on basis other than performance
 - Standards inconsistent with those applied to other students
 - Unreasonable/unannounced departure from stated criteria
-

STEP I — INSTRUCTOR/STUDENT MEETING

- I verify that I attempted to resolve the matter with the instructor.
- I verify that Step I was completed within the required timeframe.

Date of Step I meeting: _____

Outcome of meeting or reason no meeting occurred:

REQUIRED SUPPORTING DOCUMENTATION

Attach the following:

1. Course syllabus
 2. Written statement outlining the requested grade change
 3. Evidence supporting the statement (emails, LMS logs, etc.)
 4. Completed Step I form with all signed pages and supporting documents
-

HEARING OPTIONS

Open or Closed Hearing

The hearing is open unless a closed hearing is requested.

I request a closed hearing.

Student Committee Member Exclusion Option

Students may request that only faculty (no student committee members) hear the case.

I request exclusion of student committee members.

STUDENT SIGNATURE

I understand that this appeal may raise, lower, or leave my grade unchanged.

I certify that all information is complete and truthful.

Student Signature: _____ Date: _____

FOR COLLEGE DEAN / DESIGNEE USE ONLY

Criteria Verification

- Criteria met
- Criteria **not** met (attach written rationale)

Factual Evidence Review

- Evidence provided
- No evidence provided

Grievance Materials Verification

- Step II Hearing **will** be convened
- Step II Hearing **will not** be convened (attach rationale)

FOR COLLEGE GRIEVANCE COMMITTEE USE ONLY

Committee Decision

- Approved – Grade granted on appeal: _____
 Denied

Committee Chair (Print): _____ Date: _____

Signature: _____

Decision Rationale:

(Attach written rationale.)

FORM 3 — STEP III: UNIVERSITY GRADE GRIEVANCE REQUEST FORM

Step III – University Grade Grievance Request Form

Before filing this form, students must review the full Grade Grievance Procedure.

Step III is available only if **at least one** of the following applies:

- Procedural violation occurred in Step II
- At least one dissenting vote at Step II
- New evidence or new witnesses unavailable at Step II now exist

There is **no automatic right to appeal**.

REQUESTOR INFORMATION (Student or Instructor)

Last Name: _____ First Name: _____

ID Number: _____ Phone: _____

Email: _____

COURSE INFORMATION

Term of Enrollment: _____

Instructor Name: _____

Course Number: _____ CRN: _____

Course Title: _____

GRADE INFORMATION

Original Final Grade: _____

Grade Requested on Appeal: _____

ELIGIBILITY CONDITION FOR STEP III

Check the relevant condition:

- Evidence that Step II procedures were violated
 - At least one dissenting vote in Step II
 - New evidence or new witnesses now available
-

STEP II DECISION INFORMATION

Step II Outcome:

Approved – Grade on appeal: _____

Denied

Date of Step II Hearing: _____

Date Step II Decision Received: _____

REQUIRED SUPPORTING DOCUMENTATION

Attach the following:

1. Statement explaining the rationale for Step III appeal
 2. Additional evidence supporting the rationale (emails, LMS logs, etc.)
 3. Completed Step I form and supporting documents
 4. Completed Step II form and all supporting documents, including committee decision
-

REQUESTOR SIGNATURE

(check appropriate)

If the student is submitting:

I understand that this Step III appeal may raise, lower, or leave my grade unchanged.

I certify the accuracy and truthfulness of all information.

Student Signature: _____ Date: _____

If the instructor is submitting:

I understand the result may raise, lower, or leave the assigned grade unchanged.
I certify the accuracy and truthfulness of all information.

Instructor Signature: _____ Date: _____

FOR OFFICE OF THE PROVOST USE ONLY

Criteria Review

- Criteria met
- Criteria not met (attach rationale)

Factual Evidence Review

- Evidence provided
- No evidence provided

Verification Outcome & Rationale

(Attach written outcome.)

FOR UNIVERSITY GRIEVANCE COMMITTEE (If Convened)

Committee Decision

- Approved – Grade granted on appeal: _____
- Denied

Committee Chair (Print): _____

Date: _____

Signature: _____

Committee Rationale:

(Attach written rationale.)

Locations Where the Procedure Is Published

The Student Grievance Procedure is published in:

- The University Catalog, Section 14
- The Online Student Handbook
- The Learning Management System (Policies and Resources section)